



University of New Hampshire  
Traditional Report AY 2017-18  
New Hampshire



REPORT COMPLETE

STATUS: CERTIFIED

## Institution Information

### ADDRESS

62 College Road

Morrill Hall

### CITY

Durham

### STATE

New Hampshire

### ZIP

03824

### SALUTATION

Ms.

### FIRST NAME

Elizabeth

### LAST NAME

Arcieri

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☒ Yes  
☐ No

If yes, provide the following:

AWARD YEAR

2016

GRANTEE NAME

University of New Hampshire

PROJECT NAME

Hampshire University of New Hampshire Teacher Residency for Rural Education (UNH-TRRE)

GRANT NUMBER

184207UCEDLC

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

New Hampshire State Department of Education SAU 3- Berlin Public Schools SAU 36- White Mountains Regional School District SAU 30 - Laconia Public Schools SAU 20- Dummer, Errol, Milan and the Gorham Randolph Shelburne Cooperative SAU 58- Groveton

LIST OTHER PARTNERS (ONE PER LINE)

Family Resource Center, Gorham, NH Appalachian Mountain Club North Country Community Rec. Center North Country Education Services (NCES) North Country Listens White Mountains Science, Inc. (WMSI) UNH Partners: College of Liberal Arts Department of Education College of Engineering and Physical Sciences Department of Mathematics and Statistics Cooperative Extension Carsey School for Public Policy Joan and James Leitzel Center for Mathematics, Science and Engineering Education

PROJECT TYPE

- ☒ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

# List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art Education	No	
Career and Technical Education (Agriculture)	No	
Chemistry (7-12)	Yes	
Classical Languages - Latin	No	
Dance Education	No	
Early Childhood Education	No	
Earth/Space Science (7-12)	Yes	
Elementary Education (K-6)	No	
Elementary Education (K-8)	Yes	
English Education (5-12)	No	
English for Speakers of Other Languages	No	
General Special Education	No	
Intellectual or Developmental Disabilities	No	
Life Science (7-12)	Yes	
Mathematics (5-8)	Yes	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Mathematics Education (5-12)	Yes	
Middle School Science (5-9)	Yes	
Modern Languages - French	No	
Modern Languages - German	No	
Modern Languages - Russian	No	
Modern Languages - Spanish	No	
Music Educations	No	
Physical Education/Health (Integrated)	No	
Physics (7-12)	Yes	
Social Studies (5-12)	No	
Special Education - Early Childhood Special Education	No	
Specific Learning Disabilities	No	
Theatre	No	
Total number of teacher preparation programs: 28		

# Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

## Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ☒ Yes
- ☐ No

3. Provide a link to your website where additional information about admissions requirements can be found:

https://www.unh.edu/education

4. Please provide any additional information about or exceptions to the admissions information provided above:

Students in undergraduate educator preparation programs are admitted the first semester of their junior year. Students admitted to the graduate program can be admitted as early as their second semester junior year through the accelerated masters program or upon admission to the graduate school.

## Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Entry-Early practicum Exit-Student Teaching</div>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.8

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.43

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.8

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.42

6. Please provide any additional information about the information provided above:

Students must complete all Education courses with at least a B- or above.

## 1. Are there initial teacher certification programs at the postgraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Entry- Early Practicum and Exit- Internship	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

## 2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

## 3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.65

## 4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

## 5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.87

## 6. Please provide any additional information about the information provided above:

Back ground checks and fingerprinting are done at admission and prior to the internship.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18.  [\(§205\(a\)\(1\)\(C\)\(iii\), §205\(a\)\(1\)\(C\)\(iv\)\)](#)

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	1280
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	103
Number of students in supervised clinical experience during this academic year	91

Please provide any additional information about or descriptions of the supervised clinical experiences:

Students in undergraduate programs complete one semester of student teaching for a total of 640 clock hours. Students in the 5 year graduate program complete a full-year internship (2 semesters) for a total of 1280 clock hours. \*Adjunct faculty, as defined by Title II, include PK-12 staff (cooperating teachers). We have one cooperating teacher for each intern plus UNH non-faculty Supervisors. Data includes undergraduate and graduate programs.



# Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Enrollment](#)

## Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	125
Unduplicated number of males enrolled in 2017-18	28
Unduplicated number of females enrolled in 2017-18	97

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	1
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	<input type="text" value="0"/>
Asian	<input type="text" value="1"/>
Black or African American	<input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
White	<input type="text" value="111"/>
Two or more races	<input type="text" value="2"/>

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

### What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="5"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="9"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="23"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="35"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	1
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	13
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	5
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	11
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	5 <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	9 <input type="text"/>
13.1202	Teacher Education - Elementary Education	23 <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	34 <input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	9 <input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	7 <input type="text"/>
13.1312	Teacher Education - Music	10 <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	11 <input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text" value="2"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text" value="2"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text" value="1"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text" value="5"/>
54	History	<input type="text" value="7"/>
16	Foreign Languages	<input type="text" value="1"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	2
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: Theraputic Recreation	1



On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	91
2016-17	143
2015-16	136

# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. [\(\\$205\(a\)\(1\)\(A\)\(ii\). \\$206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

7

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ☒ Yes
- ☐ No
- ☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

We continue to work with the Mathematics faculty to identify students interested in teaching.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

8

9. Provide any additional comments, exceptions and explanations below:

## Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

5

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

## Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

4

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ☒ Yes
- ☐ No

☐ Not applicable

**4. Description of strategies used to achieve goal, if applicable:**

The Teacher Residency for Rural Education (TRRE) program provides students with a tuition incentive, stipend and laptop in exchange for teaching three years at a community partner school after completion of program. TRRE candidates become an elementary or secondary teacher with a science or mathematics focus.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**6. Provide any additional comments, exceptions and explanations below:**

UNH was awarded The Robert Noyce Teacher Scholarship Program, funded by the National Science Foundation (NSF). This program responds to the critical need for K-12 teachers of science, technology, engineering, and mathematics (STEM) by encouraging talented STEM students and professionals to pursue teaching careers in middle and secondary schools. We anticipate an increase in students interested in teaching science as a result of this program.

**Academic year 2018-19**

**7. Is your program preparing teachers in science in 2018-19?**

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

**8. How many prospective teachers did your program plan to add in science in 2018-19?**

5

**9. Provide any additional comments, exceptions and explanations below:**

**Academic year 2019-20**

**10. Will your program prepare teachers in science in 2019-20?**

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

**11. How many prospective teachers does your program plan to add in science in 2019-20?**

5

**12. Provide any additional comments, exceptions and explanations below:**

## Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing

professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

9

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ☐ Yes  
☒ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We prepared 5 Special Education (Early Childhood and General Special Ed) teachers in 2017-18.

6. Provide any additional comments, exceptions and explanations below:

Students are encouraged to pursue dual certification (Example: Elementary Education and General Special Education).

### Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

10

9. Provide any additional comments, exceptions and explanations below:

We are preparing 8 Special Education (Early Childhood and General Special Ed) teachers this year.

### Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

6

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.  [\(§205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ☐ Yes  
☒ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

We did not prepare any ELL teachers in 2017-18.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

## Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ☒ Yes
- ☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ☒ Yes
- ☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ☒ Yes
- ☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ☒ Yes
- ☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ☒ Yes
- ☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ☒ Yes
- ☐ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

We work closely with the NH State Department of Education and our school partners to identify and meet needs through our year-long supervised graduate-level internship and our School-University Collaborative governance structure. Students are encouraged to observe diverse classrooms/community organizations in a variety of practicum and intern experiences. Specific information regarding the preparation of general education teachers to teach diverse learners can be found in the Section VI Teaching Training.



On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	127	174	126	99
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	10	154	6	60

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	57	166	52	91
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	55	167	51	93
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	78	172	76	97
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	127	187	126	99
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	9			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	53	183	53	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	49	181	47	96
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	74	186	74	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	127	175	123	97
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	9			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	52	174	50	96
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	47	173	46	98
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	70	175	69	99
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	11	181	11	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	23	180	22	96
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	29	178	29	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	11	175	11	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	23	175	23	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	29	175	29	100
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	11	170	11	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	23	173	22	96
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	29	171	29	100
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	11	166	9	82
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	23	170	22	96
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	29	168	29	100
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	12	180	12	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	8			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	19	259	17	89
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	45	257	41	91
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	51	256	51	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	11	174	11	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	11	177	10	91
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	24	171	23	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			

# Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	75	64	85
All program completers, 2016-17	114	105	92
All program completers, 2015-16	121	117	97

# Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. [\(\\$205\(a\)\(1\)\(D\), \\$205\(a\)\(1\)\(E\)\)](#)

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☐ NCATE
- ☐ TEAC
- ☒ CAEP
- ☒ Other specify:

NEASC, Elementary and Secondary 5-year programs have CAEP approval

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ☐ Yes
- ☒ No



On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.  [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Technology education is integrated into the methods courses in all areas of the program. Students apply knowledge within the practice of teaching at multiple points during the program; in the exploring teaching experience and the field-based, year-long internship, where students integrate technology into curriculum and instruction, evident in students' electronic New Hampshire Teacher Candidate Assessment of Performance (NHTCAP) portfolio. During the year-long internship, interns work with cooperating teachers to assess disaggregated electronic data reports (provided by the state and others) to improve teaching and learning and changes to future assessments. Additionally, our program offers several courses around technology: Integrating Technology in the Classroom, Math with Technology in Early Education and Using iPads to Support Students with Disabilities (Occupational Therapy Dept. course which our students access) to name a few. Courses prepare students to;

- Understand the ethical and legal issues surrounding technology use within and outside of school
- Evaluate quality key and cutting-edge technologies and the research behind them
- Create curricula and learning environments that are designed to achieve success for a wider range of student abilities and disabilities
- Apply advanced technologies to our entire education system to improve student engagement
- Use data and other relevant information for continuous school-wide and classroom improvement
- Prepare students for the future with 21st century skills, awareness of global digital citizenship and media literacy
- Our students in the STEM education fields explicitly cover STEM related topics as well as how technology relates to their own discipline
- Gain an understanding of the challenges and opportunities of technology to influence educational equity and diversity, how technology can build the gap between school, parents and

the community, and how teachers can be leaders in addressing the digital divide The University of New Hampshire Education Department uses Taskstream, a management tool to help collect, manage and analyze data to improve teaching and learning.

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.  [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All teacher education students are required to take EDUC 751/851: Educating Exceptional Learners which provides the foundations of special education and introduces a variety of service delivery models with an emphasis on educating all learners in heterogeneous classrooms. Instructional strategies and supports for all students, particularly those with mild and moderate disabilities, are discussed and analyzed. All core courses discuss the need to recognize diversity among students and adjust delivery of instruction and assessment accordingly. We have taken important steps to infuse our K-12 teacher education curriculum with examinations of language and linguistic diversity. Below are several examples of ways faculty prepare general education teachers to address language learners:

- Provide conceptual frameworks and empirical examples that focus on understanding that limited language proficiency does not necessarily mean limited proficiency in other content areas. By examining how learning is patterned in non-school settings students gain skills in recognizing and thinking beyond the highly verbal modality of conventional educational activities that exaggerates areas of academic weakness among English language learning students.
- Within lesson planning and instruction students describe effective strategies they will use for ensuring the accessibility of the curriculum for ELLs.
- Students read articles, engage in discussions and attend guest speaker forums about the importance of linguistic diversity.
- Discuss how linguistic influence of ideas/theories in education might privilege some ways of knowing and being in the world over others.
- Discuss how parts of a lesson/instruction/assessment are differentially accessible to students whose first language is not English. These include ideas from utilizing graphic organizers, reading written directions aloud, providing more time for processing/completing work, using multiple modalities (written word, visuals, songs, videos), providing family forms in native languages, and available translation services to communicate with all families.
- Review the NCTE guidelines for supporting new learners of English and discuss these in class.

**3. Does your program prepare special education teachers to:**

**a. teach students with disabilities effectively**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**c. teach students who are limited English proficient effectively**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All special education interns participate in a yearlong internship and seminar (900C/901C) focused on cultural, academic, and linguistic diversity. Interns work under the direct supervision of a school staff member designated as a cooperating teacher. These are experienced teachers who serve as role models providing daily support and guidance. In addition to the support, guidance and daily interactions with the cooperating teacher or peer, a university intern supervisor provides supervision and feedback. It is expected that the intern, the cooperating teacher or peer, and the university supervisor will meet periodically to discuss the experience and professional growth of the intern. This is also a time to develop expanded goals and new experiences. The university supervisors and the group of special education interns participate in weekly seminars. These seminars allow interns to share experiences, analyze and integrate the practical experiences in their classrooms with their coursework, and lead and respond to the group process, as a critical component of working successfully with children. During these seminars, students demonstrate new instructional techniques, share strategies for managing classroom behaviors, and use problem solving and critical thinking skills to address issues. Interns meet with instructors with technology expertise to discuss the use of technology to support students. Seminars also allow students to obtain assistance in writing IEPs, conducting and interpreting assessments, and working effectively with children, parents, and other professionals. In addition to their experience teaching as interns, all students are expected to observe or participate in other special education programs. A variety of programs, as well as age groups, is suggested. It is also expected that the intern become a member of a professional organization and attend conferences/workshops. Interns are also expected to participate in a variety of interactions with parents. These experiences may include observation of and participation in the IEP meetings, individual parent conferences, or home visits. Interns will be expected to demonstrate the ability to develop positive parent-professional relationships. As part of the certification program, all students are required to take EDUC 856, Working With Families of Students With Exceptionalities, which, through a case study method, prepares them to work as team members with families and professionals. During EDUC 939/940 (Assessment and Methods) interns learn about evaluation processes that can effectively assess students with and without linguistic differences. Part of the eVALUation project (939-940) is an understanding of the impact of limited English proficiency and cultural differences on a specific student's learning style and ability to access the general curriculum. Not all interns work in settings with populations of students who are limited in English proficiency, but all are exposed to the issues and concerns through seminar discussions, project presentations, readings and observations. Special education interns also meet with assistive technology specialists to learn how assistive technologies can support learners. In addition to these core courses, UNH offers a ESL/ESOL certification strand in addition to certification in General Special Education. We have taken important steps to infuse our K-12 teacher education curriculum with examinations of language and linguistic diversity. Below are several examples of ways faculty prepare general education teachers to address language learners:

- Provide conceptual frameworks and empirical examples that focus on understanding that limited language proficiency does not necessarily mean limited proficiency in other content areas. By examining how learning is patterned in non-school settings students gain skills in recognizing and thinking beyond the highly verbal modality of conventional educational activities that exaggerates areas of academic weakness among English language learning students.
- Within lesson planning and instruction students describe effective strategies they will use for ensuring the accessibility of the curriculum for ELLs.
- Students read articles, engage in discussions and attend guest speaker forums about the importance of linguistic diversity.
- Discuss how linguistic influence of ideas/theories in education might privilege some ways of knowing and being in the world over others.
- Discuss how parts of a lesson/instruction/assessment are differentially accessible to students whose first language is not English. These include ideas from utilizing graphic organizers, reading written directions aloud, providing more time for processing/completing work, using multiple modalities (written word, visuals, songs, videos), providing family forms in native languages, and available translation services to communicate with all families.
- Review the NCTE guidelines for supporting new learners of English and discuss these in class.



On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

In fall 2016, UNH received an Office of Innovation and Improvement Teacher Quality Partnership Grant to prepare STEM teachers in rural New Hampshire schools. The University of New Hampshire Teacher Residency for Rural Education (UNH-TRRE) is a 15-month graduate level program designed to prepare elementary and secondary STEM teachers to teach in rural New Hampshire communities. It will support “residents” in learning, teaching, and living in rural NH communities. During their first summer, residents will take graduate coursework, observe in schools, and complete a community-based internship to learn about the resources of the communities in which they will teach. During the academic year, residents will complete a yearlong “residency” alongside an experienced master teacher in an elementary, middle, or high school classroom. Residents receive a living wage stipend and substantial scholarship during the program and commit to teaching in a rural New Hampshire school for at least three years after graduation. Upon completion of the program, UNH-TRRE will continue to support its graduates during their first two years of teaching. The features that distinguish UNH-TRRE include an integrated curriculum centered on STEM content and pedagogy, clinical strength through a full-year residency, and a focus on knowing families and communities. The program uses high leverage practices that promote student achievement, provide opportunities to learn how to work with all students, and community-based internships that connect teaching to the resources of rural communities. Report from 2017-2018: UNH-TRRE Cohort 1 included 5 residents. Four out of five Cohort 1 residents who enrolled in the UNH-TRRE program in May 2017 graduated in September 2018 (upon completion of the 15-month teacher residency program). One Cohort 1 resident is completing the requirements of the program. All graduates attained initial NH certification by passing all necessary licensure/certification assessments prior to completing the program. Two UNH-TRRE graduates are certified in elementary education (K-6); one UNH-TRRE graduate is certified in elementary education (K-6) and middle school science (5-8); and one UNH-TRRE graduate is certified in middle school science (5-8) and secondary life science (7-12). One UNH-TRRE resident who matriculated in the program in May 2017 did not graduate and persists in the current reporting period. The resident is on track to complete the program in May 2019. Ten new UNH-TRRE Cohort 2 residents matriculated into the program in May 2018.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **125**.

Number of program completers from Section I: Program Information, Program Completers is **91**.

For a total enrollment of **216**.

## Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Elizabeth Arcieri

TITLE:

Coordinator of Certification and Accreditation

## Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Thomas Schram

TITLE:

Director of Educator Preparation

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	146	125	-14.38%
<a href="#">Male Enrollment</a>	36	28	-22.22%
<a href="#">Female Enrollment</a>	110	97	-11.82%
<a href="#">Hispanic/Latino Enrollment</a>	0	1	
<a href="#">American Indian or Alaska Native Enrollment</a>	1	0	
<a href="#">Asian Enrollment</a>	1	1	0.00%
<a href="#">Black or African American Enrollment</a>	1	0	
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	

Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	97	111	14.43%
<a href="#">Two or more races Enrollment</a>	3	2	-33.33%
<a href="#">Average number of clock hours required prior to student teaching</a>	60	60	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	1280	1280	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	9	7	-22.22%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	158	103	-34.81%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	143	91	-36.36%
<a href="#">Total completers for current academic year</a>	143	91	-36.36%
<a href="#">Total completers for prior academic year</a>	136	143	5.15%
<a href="#">Total completers for second prior academic year</a>	166	136	-18.07%